

Wilmot Fraser Elementary

63 Columbus Street
Charleston, SC 29403

Grades	PK-6 Elementary School	
Enrollment	282 Students	
Principal	Jeanette L. Whaley	843-724-7766
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	9	43	31

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Good	Yes
2005	Unsatisfactory	Unsatisfactory	No
2006	Unsatisfactory	Unsatisfactory	No

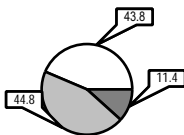
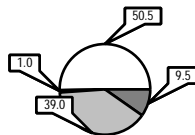
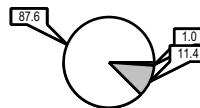
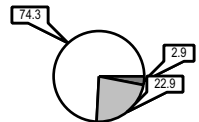
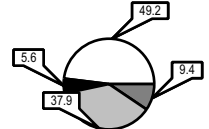
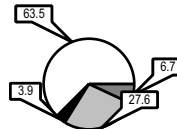
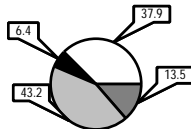
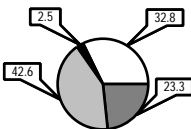
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	118	90.7	43.2	45.3	11.6	0.0	22.1	No	Yes
Gender									
Male	60	90.0	51.1	42.6	6.4	0.0	19.1	N/A	N/A
Female	58	91.4	35.4	47.9	16.7	0.0	25.0	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	115	90.4	41.9	46.2	11.8	0.0	22.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	91	100.0	35.4	50.6	13.9	0.0	25.3	N/A	N/A
Disabled	27	59.3	81.3	18.8	0.0	0.0	6.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	118	90.7	43.2	45.3	11.6	0.0	22.1	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	116	90.5	41.9	46.2	11.8	0.0	22.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	116	90.5	43.6	44.7	11.7	0.0	21.3	No	Yes
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	118	90.7	49.5	38.9	10.5	1.1	20.0	No	Yes
Gender									
Male	60	90.0	59.6	34.0	4.3	2.1	17.0	N/A	N/A
Female	58	91.4	39.6	43.8	16.7	0.0	22.9	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	115	90.4	48.4	39.8	10.8	1.1	20.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	91	100.0	45.6	40.5	12.7	1.3	24.1	N/A	N/A
Disabled	27	59.3	68.8	31.3	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	118	90.7	49.5	38.9	10.5	1.1	20.0	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	116	90.5	48.4	39.8	10.8	1.1	20.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	116	90.5	50.0	39.4	9.6	1.1	19.1	No	Yes
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	118	100.0	87.6	11.4	1.0	0.0	1.0
Gender							
Male	60	100.0	88.5	11.5	0.0	0.0	0.0
Female	58	100.0	86.8	11.3	1.9	0.0	1.9
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	115	100.0	87.4	11.7	1.0	0.0	1.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	91	100.0	83.5	15.2	1.3	0.0	1.3
Disabled	27	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	118	100.0	87.6	11.4	1.0	0.0	1.0
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	116	100.0	87.4	11.7	1.0	0.0	1.0
Socio-Economic Status							
Subsidized meals	116	100.0	88.5	10.6	1.0	0.0	1.0
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	118	100.0	74.3	22.9	2.9	0.0	2.9
Gender							
Male	60	100.0	78.8	21.2	0.0	0.0	0.0
Female	58	100.0	69.8	24.5	5.7	0.0	5.7
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	115	100.0	74.8	22.3	2.9	0.0	2.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	91	100.0	69.6	27.8	2.5	0.0	2.5
Disabled	27	100.0	88.5	7.7	3.8	0.0	3.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	118	100.0	74.3	22.9	2.9	0.0	2.9
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	116	100.0	74.8	22.3	2.9	0.0	2.9
Socio-Economic Status							
Subsidized meals	116	100.0	75.0	22.1	2.9	0.0	2.9
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	33	100.0	48.3	24.1	27.6	0.0	27.6
	4	20	100.0	63.2	31.6	5.3	0.0	5.3
	5	38	100.0	44.4	38.9	16.7	0.0	16.7
	6	28	100.0	55.6	29.6	14.8	0.0	14.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	28	100.0	29.2	54.2	16.7	0.0	16.7
	4	24	91.7	35.0	55.0	10.0	0.0	10.0
	5	25	92.0	47.4	42.1	10.5	0.0	10.5
	6	41	82.9	56.3	34.4	9.4	0.0	9.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	33	100.0	48.3	48.3	3.4	0.0	3.4
	4	20	100.0	52.6	26.3	15.8	5.3	21.1
	5	38	100.0	50.0	41.7	8.3	0.0	8.3
	6	28	100.0	37.0	48.1	14.8	0.0	14.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	28	100.0	62.5	33.3	4.2	0.0	4.2
	4	24	91.7	55.0	20.0	25.0	0.0	25.0
	5	25	92.0	36.8	42.1	15.8	5.3	21.1
	6	41	82.9	43.8	53.1	3.1	0.0	3.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	33	100.0	62.1	34.5	3.4	0.0	3.4
	4	20	100.0	78.9	15.8	5.3	0.0	5.3
	5	37	100.0	77.1	20.0	2.9	0.0	2.9
	6	28	100.0	88.9	7.4	3.7	0.0	3.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	28	100.0	79.2	20.8	0.0	0.0	0.0
	4	24	100.0	81.8	13.6	4.5	0.0	4.5
	5	25	100.0	85.0	15.0	0.0	0.0	0.0
	6	41	100.0	97.4	2.6	0.0	0.0	0.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	33	100.0	55.2	34.5	10.3	0.0	10.3
	4	20	100.0	57.9	36.8	5.3	0.0	5.3
	5	37	97.3	73.5	26.5	0.0	0.0	0.0
	6	28	100.0	74.1	25.9	0.0	0.0	0.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	28	100.0	41.7	45.8	12.5	0.0	12.5
	4	24	100.0	77.3	22.7	0.0	0.0	0.0
	5	25	100.0	85.0	15.0	0.0	0.0	0.0
	6	41	100.0	87.2	12.8	0.0	0.0	0.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 282)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.1%	Down from 5.3%	3.8%	2.8%
Attendance rate	95.4%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.3%	Down from 11.9%	0.5%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	9.3%	Down from 11.8%	0.7%	0.0%
Eligible for gifted and talented	1.6%	Down from 2.4%	3.2%	10.4%
On academic plans	48.9%	N/AV	51.0%	33.6%
On academic probation	31.7%	N/AV	5.1%	1.0%
With disabilities other than speech	8.5%	Down from 11.2%	7.0%	7.5%
Older than usual for grade	1.7%	Down from 3.4%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 2.1%	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	44.0%	Up from 33.3%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.4%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	3.3%	0.0%
Teachers returning from previous year	85.2%	Down from 91.0%	82.4%	87.3%
Teacher attendance rate	91.9%	Down from 93.7%	94.8%	94.9%
Average teacher salary	\$40,821	Up 0.5%	\$41,286	\$42,485
Prof. development days/teacher	32.0 days	Down from 34.9 days	15.1 days	13.3 days
School				
Principal's years at school	6.5	Up from 5.5	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 19.0 to 1	16.2 to 1	18.6 to 1
Prime instructional time	82.2%	Down from 83.5%	88.5%	89.7%
Dollars spent per pupil*	\$10,289	Up 27.3%	\$8,206	\$6,557
Percent of expenditures for teacher salaries*	50.3%	Down from 74.6%	57.7%	64.0%
Percent of expenditures for instruction*	75.0%		67.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Wilmot J. Fraser Elementary School we are Striving for Excellence with Reading First. This year we received an overall average of Unsatisfactory on the State Report Card. Our Improvement Rating was also Unsatisfactory. We met 10 of our 13 goals for AYP. We missed our mark by .10. We recognize that much work is needed to turn our school around and meet all goals of the Charleston Plan for Excellence. We have a dedicated faculty, staff, and principal who believe that all children can learn.

To get our school to the next level we are already gearing up and planning for a successful school year that has the entire community, parents, business partners, faculty, staff, principal, and students working together. We are in the process of creating a Comprehensive Community Homework Center. This center will include academics nutrition, recreation, arts and crafts, and the Arts. Children will be able to have a hot meal before going home. Parenting classes will also be offered for parents.

We will continue to have the Reading First Grant that is scientifically based and provides excellent staff development for our teachers and principal. This grant will also provide our school with literacy coaches, reading recovery teachers, a reading interventionist, and assessment to ensure that our students receive all of the help that they can receive.

Our entire staff will attend staff development for CHAMP, which goes along with our school-wide discipline plan centered around character education.

This plan is about all of the students at Wilmot J. Fraser Elementary School reaching their highest potential and becoming life long learners.

"Striving for Excellence with Reading First"

Latonya Memminger SIC President

Jeanette L. Whaley Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	14	36	16
Percent satisfied with learning environment	100.0%	80.0%	80.0%
Percent satisfied with social and physical environment	100.0%	83.3%	60.0%
Percent satisfied with school-home relations	64.3%	88.9%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.